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ABSTRACT

First-year outcomes of the 1990-91 Project Achieve in 32 New York City public high schools are presented in this paper. Project goals are to improve student performance outcomes and to increase successful school completions. Methodology involved analysis of quantitative data from all participating 32 high schools and central data files. Findings of a qualitative study are presented in a separate report. Findings indicate that the percentage of schools that met particular objectives in 1990-91 varied by grade and objective. For example, over 81 percent of the schools met the dropout objective and over 34 percent of 9th grades and 62 percent of 10th grades met the attendance objective. About half of the schools met their credit accumulation objectives in both the 9th and 10th grades. Finally, Regents Competency Test (RCT) data indicate that about 40 percent of the schools achieved their objective in reading, 59 percent met the objective in writing, but only 16 percent met the RCT objective in math. Eight tables are included. (LMI)

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OREA Report

Summary of Project Achieve Outcomes
1990-91
Part II
(Revised)

EA 024 422

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Summary of Project Achieve Outcomes
1990-91
Part II
(Revised)

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Summary

The Division of High Schools has targeted particular services at dropout-prone students for several years. Project Achieve's overall goals are to improve student performance outcomes and to increase successful school completions. Program objectives are to improve attendance, reduce dropout rates, increase credit accumulation and improve the Regents Competency Test (R.C.T.) results of at-risk students. Project Achieve's objectives are based on the Chancellor's Minimum Standards for high schools. Consequently, they are framed as three-year objectives. The 1990-91 school year is the first year in the current three-year period for which objectives are being assessed.

The percentage of schools that met particular objectives in 1990-91 varied by grade and by objective. For example, over 81 percent of the schools met the dropout objective while over 34 percent of ninth grades and 62 percent of tenth grades met the attendance objective. About half of the schools met their credit accumulation objectives in both the ninth and tenth grades. Finally, R.C.T. test data indicate that about 40 percent of the schools achieved their objective in reading, 59 percent met the objective in writing, but only 16 percent met the R.C.T. objective in math.

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This report was prepared by the Office of Research, Evaluation, and Assessment's High School Evaluation Unit (OREA/H.S.E.U.) under the direction of Dr. Lori Mei. Richard Gampert conducted the computer analysis, Rosalind Eichenstein wrote the report, and Jose Rivera did the word processing.

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BACKGROUND

The Division of High Schools (D.H.S.) has targeted particular services at dropout-prone students for several years. Initial dropout prevention efforts were offered through the Attendance Improvement Dropout Prevention Program (A.I.D.P.). In 1990-91, the program was redesigned, renamed Project Achieve, and offered to 32 high schools. Project Achieve goes beyond A.I.D.P. models by integrating efforts to support at-risk students with ongoing schoolwide improvement efforts such as the State Education Department's Excellence and Accountability Program (E.A.P.), the Chapter 1* Schoolwide Project Initiative, and the School-based Management/Shared Decision-making Initiative (SBM/SDM). To ensure that participating schools were able to address schoolwide issues, planners mandated that each participating Project Achieve school develop an inclusive decision-making and management committee. Program planners also provided funding to expand community-based organizations' (C.B.O.s) services to at-risk students.

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*Chapter 1 is a federal funding source for basic skills programs. Chapter 1 eligibility is based on a complex formula that uses the proportion of a school's students who either qualify for the free lunch programs or are members of families eligible for Aid to Families with Dependent Children.

PROGRAM OBJECTIVES

Overall program goals are to improve student performance outcomes and to increase successful school completions. Program objectives are to improve attendance, reduce dropout rates, increase credit accumulation, and improve the Regents Competency Test (R.C.T.) results of at-risk students. Project Achieve's objectives are based on the Chancellor's Minimum Standards for high schools. Consequently, they are framed as three-year objectives. The 1990-91 school year is the first year in the current three-year period for which outcomes are being assessed. Specific objectives are as follows:

Attendance

- Using the 1989-90 school year as a baseline, the difference between the Chancellor's Minimum Standard of 85 percent attendance, excluding long term absentees* (L.T.A.s), and the school's average daily attendance rate of ninth and tenth graders will be reduced by 60 percent over a three-year period.

Dropout Rates

- Using the 1988-89 school year as a baseline**, the difference between the Chancellor's Minimum Standard of a 10 percent dropout rate and each school's dropout rate will be reduced by 60 percent over a three-year period.

Credit Accumulation

- Using the 1989-90 school year as a baseline, the difference between the average number of credits earned by ninth and tenth graders citywide and those earned by such students in the school will be reduced by 60 percent over a three-year period.

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*L.T.A.s are defined as students absent every day for a calendar month.

**The baseline year is a year earlier for the dropout objective than it is for the other objectives because of the time lag in processing dropout data.

Regents Competency Tests (R.C.T.s)- Reading, Writing, and Mathematics

- Using the 1989-90 school year as a baseline, the difference between the State Education Department's standard and the school's failure rate for R.C.T. Reading, Writing, and Mathematics will be reduced by 60 percent over a three-year period.

EVALUATION METHODOLOGY

The Division of Strategic Planning's Office of Research, Evaluation, and Assessment (OREA) has evaluated Project Achieve in the 32 participating high schools for several years. In the 1990-91 evaluation, OREA collected quantitative data from all participating schools and from central data files, and qualitative data from 16 sample schools. Qualitative data focused on the implementation of services to at-risk students and the organization of schoolwide planning, and is presented in a separate report available from OREA. Data related to the assessment of the program's objectives are presented here.

PROGRAM OUTCOMES

Summary tables containing baseline information, each school's objective in each of the three years being evaluated, and program outcomes for the first year of the project are presented in this report. Tables 1 and 2 present information related to the program's attendance objective for ninth and tenth graders in each of the 32 high schools. Table 3 presents schoolwide dropout data for each of the schools, while Tables 4, 5 and 6 report R.C.T. pass rates in reading, writing, and mathematics. Tables 7 and 8 summarizes credit accumulation data for ninth and tenth graders respectively.

As shown in Tables 1 and 2, 34 percent of the schools had ninth grades which met the attendance objective in 1990-91. This compares with 62 percent of schools with tenth graders which met the same objective in 1991-92 (See Table 2). As shown in Table 3, 81 percent of Achieve schools met the dropout objective in the first year.

Looking at R.C.T. test results in Tables 4, 5, and 6 indicates that*, 41 percent of Project Achieve schools met the objective in reading while 59 percent of the schools met the writing objective. In mathematics as Table 6 indicates, only 16 percent of schools met the mathematics objective.

Credit accumulation data indicate that about one-half of the schools met this objective. As shown in Table 7, 62 percent of schools met the objective in their ninth grades while Table 8 illustrates that 47 percent of the schools met the credit objective in their tenth grades.

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*Although the Achieve test objective calls for improvement in R.C.T. pass rates, it is based on the Chancellor's Minimum Standards with regard to reading, writing, and mathematics test results. These standards include Regents test scores as well as R.C.T.s. Consequently, Regents test scores in the appropriate subject areas have been included to insure that these data are comparable to the type of test data reported for the entire school in school profile assessments of the Chancellor's Minimum Standards.

Table 1

Three-Year Summary of Attendance Data for Ninth Graders in Project Achieve Schools

School	1989-90 Baseline	1st Year (1990-91) Objective	1990-91 Actual Percentage	2nd Year (1991-92) Objective	3rd Year (1992-93) Objective
Eastern District	71.3	74.0	73.3	76.8	79.5
T. Roosevelt	79.0	80.2	75.3	81.4	82.6
Prospect Heights	74.8	76.8	79.3*	78.9	80.9
James Monroe	75.5	77.4	73.7	79.3	81.2
George Washington	76.6	78.3	78.9*	80.0	81.6
Erasmus Hall	84.0	84.2	84.0	84.4	84.6
Wm. Grady	86.0	85.0	87.5**	85.0	85.0
Wm. H. Taft	71.4	74.1	76.4*	76.8	79.6
Bushwick	73.3	75.6	74.9	78.0	80.3
T. Jefferson	72.1	74.7	73.3	77.3	79.8
Morris	75.0	77.0	75.6	79.0	81.0
South Bronx	85.9	85.0	88.2**	85.0	85.0
Julia Richman	70.9	73.7	73.1	71.5	79.4
A. Stevenson	82.4	82.9	83.2*	83.4	84.0
Jane Addams	79.4	80.5	79.4	81.6	82.8
Boys and Girls	79.1	80.3	77.4	81.5	82.6
Washington Irving	78.2	79.6	76.3	81.0	82.3
DeWitt Clinton	76.2	78.0	80.3*	79.7	81.5
M.L.K. Jr.	75.1	77.1	74.4	79.1	81.0
John Jay	82.1	82.7	82.3	83.3	83.8
Sarah J. Hale	76.8	78.4	78.0	80.1	81.7
Automotive	79.4	80.5	78.2	81.6	82.8

Continued

Table 1 (Continued)

Three-Year Summary of Attendance Data for Ninth Graders in Project Achieve Schools

School	1989-90 Baseline	1st Year (1990-91) Objective	1990-91 Actual Percentage	2nd Year (1991-92) Objective	3rd Year (1992-93) Objective
Louis D. Brandeis	77.7	79.2	78.5	80.6	82.1
Evander Childs	79.3	80.4	77.5	81.6	82.7
George Wingate	79.0	80.2	79.9	81.4	82.6
Fort Hamilton	82.9	83.3	85.7**	83.7	84.2
Andrew Jackson	80.3	81.2	81.1	82.2	83.1
Seward Park	82.2	82.8	81.1	83.3	83.9
Walton	78.5	79.8	78.6	81.1	82.4
Far Rockaway	80.2	81.2	82.9*	82.1	83.1
Curtis	79.5	80.6	82.7*	81.7	82.8
Bronx Regional	69.1	72.3	75.7*	75.5	78.6

Note. Using the 1989-90 school year as a baseline, the attendance objective was to reduce by 60 percent over a three-year period the difference between the Chancellor's Minimum Standard of 85 percent attendance excluding L.T.A.s, and the school's average daily ninth grade attendance rate. An asterisk indicates that the school met or exceeded the objective. Two asterisks indicate that the school met or exceeded the Chancellor's Minimum Standard.

- In the first year, 34 percent of the schools met the objective in the ninth grade.

Table 2

Three-Year Summary of Attendance Data for Tenth Graders in Project Achieve Schools

School	1989-90 Baseline	1st Year (1990-91) Objective	1st Year Actual Percentage	2nd Year (1991-92) Objective	3rd Year (1992-93) Objective
Eastern District	78.8	80.0	79.9	81.3	82.5
T. Roosevelt	83.8	84.0	82.4	84.3	84.5
Prospect Heights	83.3	83.6	84.9*	84.0	84.3
James Monroe	80.1	81.1	80.5	82.1	83.0
George Washington	83.3	83.6	84.1*	84.0	84.3
Erasmus Hall	86.2	85.0	85.6**	85.0	85.0
Wm. Grady	84.8	84.8	87.4**	84.9	84.9
Wm. H. Taft	79.9	80.9	81.7*	81.9	83.0
Bushwick	82.0	82.6	82.8*	83.2	83.8
T. Jefferson	76.8	78.4	77.2	80.1	81.7
Morris	71.9	74.5	75.3*	77.1	79.8
South Bronx	81.2	82.0	89.1**	82.7	83.5
Julia Richman	78.5	79.8	77.8	81.1	82.4
A. Stevenson	86.1	85.0	87.5**	85.0	85.0
Jane Addams	78.9	80.1	83.6*	81.3	82.6
Boys and Girls	79.7	80.8	81.3*	81.8	82.9
Washington Irving	79.9	80.9	81.7*	81.9	83.0
DeWitt Clinton	81.2	82.0	80.9	82.7	83.5
M.L.K. Jr.	79.8	80.8	79.3	81.9	82.9
John Jay	74.3	76.4	76.9*	78.6	80.7
Sarah J. Hale	80.8	81.6	82.6*	82.5	83.3
Automotive	79.0	80.2	79.1	81.4	82.6

Continued

Table 2 (Continued)

Three-Year Summary of Attendance Data for Tenth Graders in Project Achieve Schools

School	1989-90 Baseline	1st Year (1990-91) Objective	1st Year Actual Percentage	2nd Year (1991-92) Objective	3rd Year (1992-93) Objective
Louis D. Brandeis	78.8	80.0	80.5*	81.3	82.5
Evander Childs	86.6	85.0	83.5	85.0	85.0
George Wingate	85.5	85.0	85.1**	85.0	85.0
Fort Hamilton	82.8	83.2	86.0**	83.7	84.1
Andrew Jackson	85.2	85.0	82.9	85.0	85.0
Seward Park	85.5	85.0	83.8	85.0	85.0
Walton	85.7	85.0	83.7	85.0	85.0
Far Rockaway	84.8	84.8	86.1**	84.9	84.9
Curtis	83.6	83.9	86.4**	84.2	84.4
Bronx Regional	63.7	68.0	74.7*	72.2	76.5

Note. Using the 1989-90 school year as a baseline, the attendance objective was to reduce by 60 percent over a three-year period the difference between the Chancellor's Minimum Standard of 85 percent attendance excluding L.T.A.s, and the school's average daily tenth grade attendance rate. An asterisk indicates that the school met or exceeded the objective. Two asterisks indicate that the school met or exceeded the Chancellor's Minimum Standard.

- In the first year, 62 percent of schools met the objective.

Table 3

Three-Year Summary of Dropout Data
for Project Achieve Schools

School	1988-89 Baseline	1st Year (1990-91) Objective	1st Year Actual Percentage	2nd Year (1991-92) Objective	3rd Year (1992-93) Objective
Eastern District	10.0	10.0	10.7	10.0	10.0
T. Roosevelt	7.6	10.0	5.1**	10.0	10.0
Prospect Heights	7.1	10.0	9.0**	10.0	10.0
James Monroe	9.8	10.0	6.3**	10.0	10.0
George Washington	12.3	11.8	9.4**	11.4	10.9
Erasmus Hall	9.9	10.0	4.9**	10.0	10.0
William Grady	4.5	10.0	5.6**	10.0	10.0
Wm. H. Taft	8.2	10.0	9.5**	10.0	10.0
Bushwick	7.8	10.0	8.9**	10.0	10.0
T. Jefferson	12.8	12.2	9.1**	11.7	11.1
Morris	10.3	10.2	5.6**	10.2	10.1
South Bronx	11.8	11.4	8.7**	11.1	10.7
Julia Richman	8.6	10.0	10.8	10.0	10.0
A. Stevenson	8.3	10.0	7.8**	10.0	10.0*
Jane Addams	6.4	10.0	5.9**	10.0	10.0*
Boys and Girls	11.4	11.1	7.6**	10.8	10.6
Washington Irving	7.0	10.0	10.1	10.0	10.0
DeWitt Clinton	8.4	10.0	11.4	10.0	10.0
M.L.K. Jr.	8.4	10.0	6.2**	10.0	10.0
John Jay	9.4	10.0	8.7**	10.0	10.0
Sarah J. Hale	7.5	10.0	11.5	10.0	10.0
Automotive	7.2	10.0	8.0**	10.0	10.0

Continued

Table 3 (Continued)

Three-Year Summary of Dropout Data
for Project Achieve Schools

School	1988-89 Baseline	1st Year (1990-91) Objective	1st Year Actual Percentage	2nd Year (1991-92) Objective	3rd Year (1992-93) Objective
Louis D. Brandeis	11.3	11.0	9.8**	10.8	10.5
Evander Childs	8.2	10.0	7.3**	10.0	10.0
George Wingate	5.4	10.0	4.6**	10.0	10.0
Fort Hamilton	9.5	10.0	11.2	10.0	10.0
Andrew Jackson	5.7	10.0	6.6**	10.0	10.0
Seward Park	11.6	11.3	10.7*	11.0	10.6
Walton	10.4	10.3	8.0**	10.2	10.2
Far Rockaway	8.8	10.0	8.8**	10.0	10.0
Curtis	5.2	10.0	4.2**	10.0	10.0
Bronx Regional	13.8	13.0	9.7**	12.3	11.5

Note. Using the 1988-89 school year as a baseline, the dropout objective was to reduce the difference between the Chancellor's Minimum Standard of a 10 percent dropout rate and each school's dropout rate by 60 percent over a three-year period. An asterisk indicates that the school met or exceeded the objective for that year. Two asterisks indicates that the school met or exceeded the Chancellor's Minimum Standard.

- In the first school year, 81 percent of the schools met the objective.

Table 4

Three-Year Summary of Regents Competency Test (R.C.T.)
Reading Data for Eleventh and Twelfth Graders in Project Achieve Schools

SCHOOL	GRADE 11					GRADE 12				
	1989-90 BASELINE	1ST YEAR (1990-91) OBJECTIVE	1ST YEAR ACTUAL PERCENTAGE	2ND YEAR (1991-92) OBJECTIVE	3RD YEAR (1992-93) OBJECTIVE	1989-90 BASELINE	1ST YEAR (1990-91) OBJECTIVE	1ST YEAR ACTUAL PERCENTAGE	2ND YEAR (1991-92) OBJECTIVE	3RD YEAR (1992-93) OBJECTIVE
Eastern District	58.8	63.0	53.6	67.3	71.5	80.6	82.5	84.6*	84.4	86.2
Theodore Roosevelt	43.0	50.4	55.1*	57.8	65.2	74.8	77.8	89.2*	80.9	83.9
Prospect Heights	58.8	63.0	65.9*	67.3	71.5	83.5	84.8	91.9*	86.1	87.4
James Monroe	61.8	65.4	63.3	69.1	72.7	73.4	76.7	72.3	80.0	83.4
George Washington	66.1	68.9	57.4	71.7	74.4	89.1	89.3	87.7	89.5	89.6
Erasmus Hall	64.2	67.4	69.7*	70.5	73.7	77.3	79.8	88.0*	82.4	84.9
William Grady	88.4	80.0	81.2*	80.0	80.0	95.7	90.0	95.3*	90.0	90.0
William H. Taft	49.8	55.8	45.3	61.9	67.9	66.3	71.0	71.8*	75.8	80.5
Bushwick	59.1	63.3	60.3	67.5	71.6	78.6	80.9	82.6*	83.2	85.4
Thomas Jefferson	70.3	72.2	66.5	74.2	76.1	84.8	85.8	94.1*	86.9	87.9
Morris	53.4	58.7	68.5*	64.0	69.4	76.7	79.4	76.3	82.0	84.7
South Bronx	61.7	65.4	68.1*	69.0	72.7	75.6	78.5	91.1*	81.4	84.2
Julia Richman	69.7	71.8	70.6	73.8	75.9	87.7	88.2	90.4*	88.6	89.1
Adlai Stevenson	81.5	80.0	80.7*	80.0	80.0	95.1	90.0	94.7*	90.0	90.0
Jane Addams	87.4	80.0	83.9*	80.0	80.0	98.6	90.0	99.0*	90.0	90.0
Boys and Girls	71.2	73.0	66.7	74.7	78.5	93.3	90.0	89.1	90.0	90.0
Washington Irving	73.6	74.9	73.6	76.2	77.4	97.2	90.0	92.6*	90.0	90.0
DeWitt Clinton	76.6	77.3	79.6*	78.0	78.6	93.8	90.0	95.0*	90.0	90.0
M.L. King, Jr.	62.5	66.0	70.7*	69.5	73.0	82.0	83.6	94.0*	85.2	86.8
John Jay	63.7	67.0	63.1	70.2	73.5	85.4	86.3	81.0	87.2	88.2
Sarah J. Hale	75.6	76.5	78.5*	77.4	78.2	88.2	88.6	99.0*	88.9	89.3
Automotive	71.5	73.2	87.8*	74.9	76.6	93.8	90.0	94.2*	90.0	90.0
Louis D. Brandeis	61.4	65.1	62.0	68.8	72.6	74.6	77.7	81.7*	80.6	83.8
Evander Childs	72.6	74.1	73.0	75.6	77.0	93.9	90.0	92.5*	90.0	90.0
George Wingate	73.9	75.1	74.7	76.3	77.6	87.1	87.7	95.4*	88.3	88.6
Fort Hamilton	71.5	73.2	73.9*	74.9	76.6	91.8	90.0	88.0	90.0	90.0
Andrew Jackson	73.7	75.0	70.1	76.2	77.5	83.3	84.6	92.3*	86.0	87.3
Seward Park	56.4	61.1	55.1	65.8	70.6	66.2	71.0	75.7*	75.7	80.5
Walton	68.3	70.6	74.9*	73.0	75.3	88.8	89.0	95.4*	89.3	89.5
Far Rockaway	72.6	74.1	68.5	75.6	77.0	91.3	90.0	94.5*	90.0	90.0
Curtis	80.8	80.0	84.9*	80.0	80.0	98.9	90.0	89.4*	90.0	90.0
Bronx Regional	47.2	53.8	58.4*	60.3	66.9	33.3	44.6	35.0	56.0	67.3

Note: Using the 1989-90 school year as a baseline, the objective was to reduce the difference between the New York State Education Department's standard and the school's failure rate on the R.C.T. in reading for the eleventh and twelfth grades by 60 percent over a three year period. To meet the reading objective in each year, a school had to meet the objective in both Grade 11 and Grade 12. An asterisk indicates that the school met the objective for that year and grade.

* In the first year (1990-91), 41 percent of schools met the objective.

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Table 5

Three-Year Summary of Regents Competency Test (R.C.T.)
Writing Data for Eleventh and Twelfth Graders in Project Achieve Schools

SCHOOL	GRADE 11					GRADE 12				
	1989-90 BASELINE	1ST YEAR (1990-91) OBJECTIVE	1ST YEAR ACTUAL PERCENTAGE	2ND YEAR (1991-92) OBJECTIVE	3RD YEAR (1992-93) OBJECTIVE	1989-90 BASELINE	1ST YEAR (1990-91) OBJECTIVE	1ST YEAR ACTUAL PERCENTAGE	2ND YEAR (1991-92) OBJECTIVE	3RD YEAR (1992-93) OBJECTIVE
Eastern District	57.8	60.2	54.4	62.7	65.1	72.2	75.8	78.7*	79.3	82.9
Theodore Roosevelt	36.8	43.4	51.8*	50.1	56.7	66.7	71.4	85.4*	76.0	80.7
Prospect Heights	47.9	52.3	57.1*	56.7	61.2	71.9	75.5	86.4*	79.1	82.8
James Monroe	47.4	51.9	50.7	56.4	61.0	65.2	70.2	69.6	75.1	80.1
George Washington	50.3	54.2	49.3	58.2	62.1	71.3	75.0	84.2*	78.8	82.5
Erasmus Hall	55.2	58.2	61.2*	61.1	64.1	72.4	75.9	84.9*	79.4	83.0
William Grady	82.1	70.0	73.6*	70.0	70.0	91.3	90.0	92.9*	90.0	90.0
William H. Taft	51.5	55.2	47.1	58.9	62.6	59.5	65.6	74.3*	71.7	77.8
Bushwick	51.5	55.2	51.7	58.9	62.6	66.0	70.8	76.7*	75.6	80.4
Thomas Jefferson	56.5	59.2	61.2*	61.9	64.6	79.5	81.6	84.4*	83.7	85.8
Morris	39.5	45.6	52.4*	51.7	57.8	65.8	70.6	60.2	75.5	80.3
South Bronx	57.4	59.9	70.7*	62.4	65.0	73.2	76.6	82.1*	79.9	83.3
Julia Richman	63.5	64.8	66.1*	66.1	67.4	76.9	79.5	83.7*	82.1	84.8
Adlai Stevenson	69.7	69.8	75.4*	69.8	69.9	88.8	89.0	92.6*	89.3	89.5
Jane Addams	77.7	70.0	75.1*	70.0	70.0	94.4	90.0	97.1*	90.0	90.0
Boys and Girls	58.3	60.6	62.3*	63.0	65.3	75.6	78.5	86.2*	81.4	84.2
Washington Irving	71.4	70.0	64.9	70.0	70.0	93.5	90.0	91.5*	90.0	90.0
DeWitt Clinton	65.0	66.0	70.5*	67.0	68.0	81.5	83.2	93.2*	84.9	86.6
M.L. King, Jr.	54.0	57.2	62.7*	60.4	63.6	68.3	72.6	89.2*	77.0	81.3
John Jay	49.0	53.2	59.3*	57.4	61.6	69.2	73.4	75.8*	77.5	81.7
Sarah J. Hale	66.0	66.8	72.6*	67.6	68.4	83.8	85.0	95.9*	86.3	87.5
Automotive	52.6	56.1	74.5*	59.6	63.0	76.3	79.0	86.5*	81.8	84.5
Louis D. Brandeis	60.3	62.2	62.5*	64.2	66.1	64.4	69.5	80.1*	74.6	79.8
Evander Childs	58.8	61.0	63.4*	63.3	65.5	78.9	81.1	89.8*	83.3	85.6
George Wingate	60.8	62.8	68.3*	64.5	66.3	75.9	78.7	93.8*	81.5	84.4
Fort Hamilton	61.1	62.9	65.8*	64.7	66.4	86.9	87.5	86.2	88.1	88.8
Andrew Jackson	61.5	63.2	56.6	64.9	66.6	59.6	65.7	88.1*	71.8	77.8
Seward Park	53.7	57.0	53.1	60.2	63.5	61.3	67.0	75.1*	72.8	78.5
Walton	67.1	67.7	65.1	68.3	68.8	79.0	81.2	93.1*	83.4	85.6
Far Rockaway	59.8	61.7	59.5	63.8	65.8	84.5	85.9	91.3*	86.7	87.8
Curtis	75.9	70.0	83.9*	70.0	70.0	89.9	89.9	97.1*	89.9	90.0
Bronx Regional	31.2	39.0	49.6*	46.7	54.5	15.2	30.2	20.0	45.1	61.0

Note: Using the 1989-90 school year as a baseline, the objective was to reduce the difference between the New York State Education Department's standard and the school's failure rate on the R.C.T. in writing by 60 percent over a three year period. To meet the writing objective a school had to meet the objective in both grade 11 and grade 12. An asterisk indicates that the school met the objective for that year and grade.

* In the first year (1990-91), 59 percent of schools met the objective.

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Table 6

Three-Year Summary of Regents Competency Test (R.C.T.)
Mathematics Data for Tenth and Twelfth Graders in Project Achieve Schools

SCHOOL	GRADE 10					GRADE 12				
	1989-90 BASELINE	1ST YEAR (1990-91) OBJECTIVE	1ST YEAR ACTUAL PERCENTAGE	2ND YEAR (1991-92) OBJECTIVE	3RD YEAR (1992-93) OBJECTIVE	1989-90 BASELINE	1ST YEAR (1990-91) OBJECTIVE	1ST YEAR ACTUAL PERCENTAGE	2ND YEAR (1991-92) OBJECTIVE	3RD YEAR (1992-93) OBJECTIVE
Eastern District	58.7	70.0	55.6	63.2	65.4	93.0	90.0	91.9*	90.0	90.0
Theodore Roosevelt	43.0	48.4	44.8	53.8	59.2	89.2	90.0	95.4*	90.0	90.0
Prospect Heights	41.1	46.9	43.3	52.7	58.4	84.6	85.7	86.8*	86.8	87.8
James Monroe	48.2	52.6	46.5	56.9	61.3	88.0	88.4	91.2*	88.8	89.2
George Washington	49.0	53.2	40.8	57.4	61.8	92.2	90.0	91.9*	90.0	90.0
Erasmus Hall	50.1	54.1	54.1*	58.1	62.0	95.1	90.0	88.5	90.0	90.0
William Grady	70.7	70.0	64.3	70.0	70.0	97.8	90.0	94.1*	90.0	90.0
William H. Taft	53.7	57.0	48.0	60.2	63.5	88.0	88.8	85.0	87.6	88.4
Bushwick	60.0	62.0	52.1	64.0	66.0	89.1	89.3	90.5*	89.5	89.6
Thomas Jefferson	49.8	53.8	43.7	57.9	61.9	88.1	88.9	88.9*	87.7	88.4
Morris	37.9	44.3	35.8	50.7	57.2	90.4	90.0	82.7	90.0	90.0
South Bronx	55.6	58.5	67.9*	61.4	64.2	100.0	90.0	98.4*	90.0	90.0
Julia Richman	56.5	59.2	52.0	61.9	64.6	91.4	90.0	92.5*	90.0	90.0
Adlai Stevenson	64.4	65.5	68.1*	66.6	67.8	96.0	90.0	95.2*	90.0	90.0
Jane Addams	71.7	70.0	69.7	70.0	70.0	97.9	90.0	99.0*	90.0	90.0
Boys and Girls	57.8	60.2	60.8*	62.7	65.1	94.3	90.0	85.5	90.0	90.0
Washington Irving	60.5	62.4	53.8	64.3	66.2	98.8	90.0	94.1*	90.0	90.0
DeWitt Clinton	66.3	67.0	62.3	67.8	68.5	93.2	90.0	96.9*	90.0	90.0
M.L. King, Jr.	67.9	68.3	62.6	68.7	69.2	92.9	90.0	95.8*	90.0	90.0
John Jay	55.7	58.6	53.9	61.4	64.3	89.6	89.7	88.5	89.8	89.8
Sarah J. Hale	54.3	57.4	54.5	60.6	63.7	97.1	90.0	98.0*	90.0	90.0
Automotive	46.8	51.4	58.9*	56.1	60.7	96.9	90.0	96.2*	90.0	90.0
Louis D. Brandeis	46.7	51.4	43.8	56.0	60.7	83.2	84.6	82.6	85.9	87.3
Evander Childs	59.5	61.6	56.5	63.7	65.8	96.1	90.0	90.9*	90.0	90.0
George Wingate	63.6	64.9	57.6	66.2	67.4	91.8	90.0	94.1*	90.0	90.0
Fort Hamilton	64.0	65.2	72.1*	66.4	67.6	95.2	90.0	94.7*	90.0	90.0
Andrew Jackson	55.0	58.0	49.0	61.0	64.0	88.1	88.9	88.1*	87.7	88.4
Seward Park	68.8	69.0	67.5	69.3	69.5	97.9	90.0	97.0*	90.0	90.0
Walton	65.1	66.1	64.9	67.1	68.0	95.1	90.0	98.0*	90.0	90.0
Far Rockaway	64.9	65.9	63.1	66.9	68.0	97.3	90.0	98.6*	90.0	90.0
Curtis	78.8	70.0	78.8*	70.0	70.0	96.1	90.0	93.0*	90.0	90.0
Bronx Regional	53.8	57.0	56.3	60.3	63.5	37.9	48.3	41.7	58.7	69.2

Note: Using the 1989-90 school year as a baseline, the objective was to reduce the difference between the New York State Education Department's standard and the school's failure rate on the R.C.T. in mathematics by 60 percent over a three-year period. To meet the mathematics objective a school had to meet the objective in both grade 11 and grade 12. An asterisk indicates that the school met the objective for that year and grade.

* In the first year (1990-91), 18 percent of schools met the objective.

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Table 7

Three-Year Summary of Credit Data for
Ninth Graders in Project Achieve Schools

School	1989-90 Baseline	1st Year (1990-91) Objective	1990-91 Actual Percentage	2nd Year (1991-92) Objective	3rd Year (1992-93) Objective
Eastern District	6.4	6.7	6.6	7.0	7.3
T. Roosevelt	6.1	6.5	6.2	6.8	7.2
Prospect Heights	5.4	5.9	6.5*	6.4	6.9
James Monroe	5.7	6.1	5.8	6.6	7.0
George Washington	5.5	6.0	6.1*	6.5	7.0
Erasmus Hall	7.8	7.8	8.1*	7.8	7.9
Wm. Grady	7.2	7.3	8.3*	7.5	7.6
Wm. H. Taft	4.7	5.3	5.8*	6.0	6.6
Bushwick	6.0	6.4	5.3	6.8	7.1
T. Jefferson	5.4	5.9	7.0*	6.4	6.9
Morris	8.0	7.9	6.7	7.9	7.9
South Bronx	6.6	6.8	7.6*	7.1	7.4
Julia Richman	6.2	6.5	7.0*	6.9	7.2
A. Stevenson	5.5	6.0	5.7	6.5	6.9
Jane Addams	7.8	7.8	7.8*	7.9	7.9
Boys and Girls	6.2	6.5	6.8*	6.9	7.2
Washington Irving	6.7	7.0	7.1*	7.2	7.4
DeWitt Clinton	6.5	6.8	6.8*	7.1	7.4
M.L.K. Jr.	6.7	6.9	7.2*	7.2	7.4
John Jay	8.5	8.4	9.0*	8.2	8.1
Sarah J. Hale	7.1	7.3	8.2*	7.4	7.6
Automotive	7.6	7.7	9.1*	7.7	7.8

Continued

Table 7 (Continued)

Three-Year Summary of Attendance Data for Ninth Graders in Project Achieve Schools

School	1989-90 Baseline	1st Year (1990-91) Objective	1990-91 Actual Percentage	2nd Year (1991-92) Objective	3rd Year (1992-93) Objective
Louis D. Brandeis	6.7	6.9	5.8	7.2	7.4
Evander Childs	5.6	6.1	5.6	6.5	7.0
George Wingate	6.3	6.6	6.2	7.0	7.3
Fort Hamilton	7.8	7.8	9.6*	7.8	7.8
Andrew Jackson	6.4	6.7	6.5	7.0	7.3
Seward Park	7.8	7.8	7.8*	7.8	7.9
Walton	5.0	5.6	6.3*	6.2	6.7
Far Rockaway	7.5	7.6	6.8	7.6	7.7
Curtis	8.0	7.9	8.4*	7.9	7.9
Bronx Regional	5.3	5.8	4.5	6.3	6.8

Note. Using the 1989-90 school year as a baseline, the difference between the average number of credits earned by ninth graders citywide and those earned by such students in the school will be reduced by 60 percent over a three-year period. In 1989-90, ninth graders citywide earned an average of 7.9 credits.

- In the first year of the program, 62 percent of the schools met the objective.

Table 8

Three-Year Summary of Credit Data for
Tenth Graders in Project Achieve Schools

School	1989-90 Baseline	1st Year (1990-91) Objective	1990-91 Actual Percentage	2nd Year (1991-92) Objective	3rd Year (1992-93) Objective
Eastern District	8.2	8.4	8.1	8.5	8.6
T. Roosevelt	7.8	8.0	7.9	8.2	8.5
Prospect Heights	8.0	8.2	8.7*	8.4	8.6
James Monroe	7.2	7.6	7.7*	7.9	8.2
George Washington	7.8	8.0	8.2*	8.2	8.5
Erasmus Hall	8.8	8.9	9.2*	8.9	8.9
Wm. Grady	7.2	7.5	8.4*	7.9	8.2
Wm. H. Taft	7.3	7.6	7.5	8.0	8.3
Bushwick	8.1	8.3	7.6	8.4	8.6
T. Jefferson	7.2	7.6	8.1	7.9	8.3
Morris	8.8	8.8	8.3	8.8	8.9
South Bronx	8.5	8.6	9.1*	8.7	8.8
Julia Richman	7.9	8.1	8.1*	8.3	8.5
A. Stevenson	7.0	7.4	7.3	7.8	8.2
Jane Addams	8.0	8.1	9.5*	8.3	8.5
Boys and Girls	8.1	8.3	7.5*	8.4	8.6
Washington Irving	8.2	8.3	8.0	8.5	8.6
DeWitt Clinton	7.2	7.6	7.1	7.9	8.3
M.L.K. Jr.	8.1	8.3	8.2	8.4	8.6
John Jay	7.7	8.0	8.0*	8.2	8.4
Sarah J. Hale	8.5	8.6	9.2*	8.7	8.8
Automotive	6.6	7.0	6.8	7.5	8.0

Continued

Table 8 (Continued)

Three-Year Summary of Credit Data for
Tenth Graders in Project Achieve Schools

School	1989-90 Baseline	1st Year (1990-91) Objective	1990-91 Actual Percentage	2nd Year (1991-92) Objective	3rd Year (1992-93) Objective
Louis D. Brandeis	7.5	7.8	7.2	8.1	8.4
Evander Childs	8.1	8.2	8.0	8.4	8.6
George Wingate	8.3	8.4	7.8	8.6	8.7
Fort Hamilton	8.1	8.3	10.6*	8.4	8.6
Andrew Jackson	8.1	8.2	8.3*	8.4	8.6
Seward Park	8.5	8.6	9.3*	8.7	8.8
Walton	7.4	7.7	8.4*	8.0	8.3
Far Rockaway	8.4	8.5	8.0	8.6	8.7
Curtis	9.4	8.9	9.2*	8.9	8.9
Bronx Regional	5.4	6.1	4.2	6.8	7.5

Note. Using the 1989-90 school year as a baseline, the difference between the average number of credits earned by tenth graders citywide and those earned by such students in the school will be reduced by 60 percent over a three-year period. In 1989-90, tenth graders citywide earned an average of 8.9 credits.

- In the first year of the program, 47 percent of the schools met the objective.